

The Effect Of Internship Experience On Job Readiness With Self-Efficacy As Moderation

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Abstract

The purpose of this study is to identify and analyze apprenticeship experience, work readiness and self-efficacy, the effect of apprenticeship experience on work readiness, analyze apprenticeship experience on work readiness with self-efficacy as moderation. This type of research uses explanatory research with a quantitative approach. The population and sample in this study were all 2019 class management students who took part in the internship as many as 98 students. The sampling technique uses saturated or census sampling. Collecting data using a questionnaire technique (questionnaire) and interviews. Data analysis used simple regression analysis with SPSS 29 software. The results showed that apprenticeship experience was at a good level, job readiness was at a high level and self-efficacy showed a high level. There is a positive and significant influence between the effect of apprenticeship experience on work readiness, self-efficacy cannot moderate the effect of apprenticeship experience on work readiness.

Keywords: *Internship Experience, Job Readiness, Self Efficacy*

Abstrak

Tujuan penelitian ini adalah untuk mengetahui dan menganalisis pengalaman magang, kesiapan kerja dan efikasi diri, pengaruh pengalaman magang terhadap kesiapan kerja, menganalisis pengalaman magang terhadap kesiapan kerja dengan efikasi diri sebagai moderasinya. Jenis penelitian ini menggunakan penelitian eksplanatori dengan pendekatan kuantitatif. Populasi dan sampel dalam penelitian ini adalah seluruh mahasiswa pengelola kelas angkatan 2019 yang mengikuti magang sebanyak 98 mahasiswa. Teknik pengambilan sampel menggunakan sampling jenuh atau sensus. Pengumpulan data menggunakan teknik angket (kuesioner) dan wawancara. Analisis data menggunakan analisis regresi sederhana dengan

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software SPSS 29. Hasil penelitian menunjukkan bahwa pengalaman magang berada pada tingkat baik, kesiapan kerja berada pada tingkat tinggi dan efikasi diri menunjukkan tingkat tinggi. Terdapat pengaruh positif dan signifikan antara pengaruh pengalaman magang terhadap kesiapan kerja, efikasi diri tidak dapat memoderasi pengaruh pengalaman magang terhadap kesiapan kerja

Kata Kunci: Pengalaman Magang, Kesiapan Kerja, Efikasi Diri

INTRODUCTION

During this era of globalization, companies or organizations must be able to increase and develop their productivity, to support the productivity of the company, a good quality workforce is needed, namely those who can understand the roles and responsibilities in the company. What can be done for the company by recruiting human resources in accordance with what the company needs Human resources play an important role in the company to achieve success to achieve company goals. Dahlan et al (2017) argue that Human Resource Management is an important factor in an organization on a large and small scale, human resources are seen as a very decisive element in the organizational development process because the development of service quality will be realized if supported by quality human resources. According to Kasmir (2016), human resources are the driving force of all company activities.

A person's work readiness plays an important role in the company's human resources. Human resources (HR) who are ready to work have the maturity to work and are able to work with professionals in accordance with their field of expertise and are able to work hard or be responsible for the progress of the company. Work readiness is a condition of someone who has knowledge and maturity in accepting job opportunities and can face the challenges of a competitive world of work. If a person has physical maturity, it can be said to be ready to work. Physical readiness is sufficient energy and good health, mental readiness is motivation to work. Makki et al (2015) argue that job readiness is the skills, knowledge, and attitudes that allow helping new graduates to contribute productively to the achievement of organizational goals contained in the place where the individual works. Quality job readiness encourages students to take part in internships.

Internships give students experience in a real-world of working conditions. Student experience in the world of work is needed to start working with the knowledge gained during the internship. Internships encourage students to have an experience while carrying out tasks. Chaplin (2006) argues that experience is obtained from practice or outside the learning effort. According to Fajri (2018) Internship is an activity, a program held individually or institutionally, and an internship program that is used as a means of providing a real picture of the world of work.

Self-efficacy encourages a person to grow confidence in their ability to overcome problems and obstacles. Efficacy is the main component of personality in a person in carrying out goals, especially for job readiness. According to Maftuhah & Suratman (2017), self-efficacy is a person's confidence in his ability to complete a job. Alwisol (2010) Efficacy is a self-assessment, whether you can do good or bad actions, right or wrong, can or cannot do as required. Baron (2004) states *self-efficacy* as a person's evaluation of his ability or competence to perform a task, in achieving goals and overcoming all obstacles.

The object of this research is a student of the management study program of the University of Muhammadiyah Malang class of 2019. Based on initial observations on management study program students, especially the class of 2019, there are several students who take part in programs both independently and programs provided by the university. The results of interviews conducted by research on several management study program students, namely informants have problems during internships such as lack of managing time between internships and lectures, lack of understanding of providing information resulting in difficulty doing the tasks obtained, and difficulty in socializing. The formulation of the problem in this study is: (1) How are the internship experience, job readiness, and *self-efficacy* in management study program students, (2) Does the internship experience affect job readiness in management study program students, (3) Does the internship experience affect job readiness in Management Study Program students with *Self Efficacy* as Moderate.

LITERATURE REVIEW

Work Readiness According to Agus (2006) work readiness is a condition that shows compatibility between physical, mental, and experience maturity so that individuals have the ability to carry out activities or work. Makki (2015) job readiness is the skills, knowledge, and attitudes that will allow new graduates in order to contribute productively to the achievement of organizational goals contained in the place where the individual works. It can be concluded that job readiness is someone who is ready to work by having a lot of insight, can be responsible for work, and the willingness of students to go directly into the business world and industry after graduation. With the indicators used, namely: Physical, mental, and emotional conditions; Needs, motives, and goals; Skills and knowledge.

Internship Experience is experience or skills gained from practice or outside the learning endeavor of Chaplin (2002). According to Fajri (2018) Internship is an activity, a program held individually or institutionally, and an internship program that is used as a means of providing a real picture of the world of work. Kusnaeni & Martono (2016) Internship experience is a form of training program carried out outside the classroom as a skill program. It can be summed up as internship experience as someone's experience gained while in the industrial world or real work held on campus to hone students' areas of expertise and to improve expertise in their fields. The indicators used, namely: Trained Student Skills; Gain Practical Experience; Able to Solve various Problems in the Field.

Self-Efficacy According to Maftuhah & Suratman (2017), self-efficacy is a person's confidence in his ability to complete a job. According to Alwisol (2010) efficacy is a self-assessment, whether you can do good or bad actions, right or wrong, can or cannot do as required. It can be concluded the efficacy of self-confidence is the ability to perform an action in order to achieve goals and overcome obstacles. The indicators used, namely: Level/magnitude; Generality; and Strength.

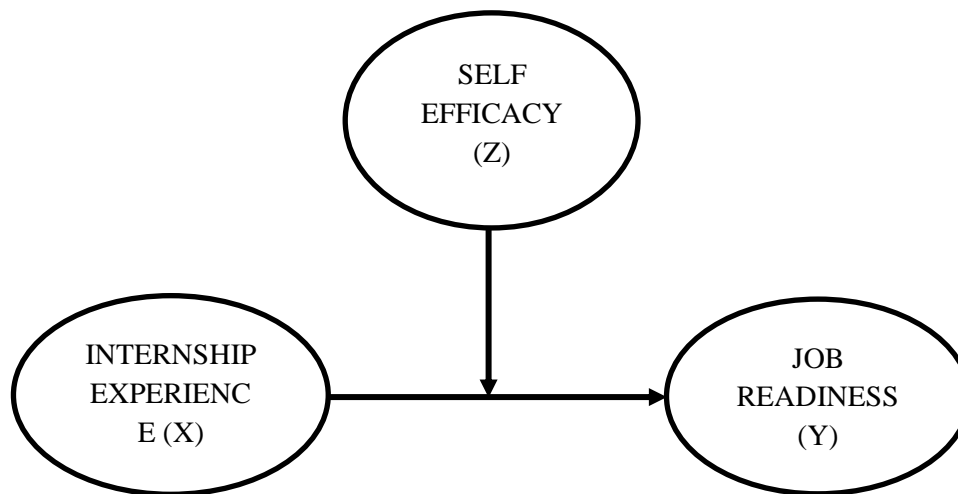


Figure 1. Framework

Based on the formulation of the problem, the hypothesis in this study is as follows:

H1: The effect of internship experience on job readiness

H2: The effect of internship experience on job readiness with *self-efficacy* as moderation

RESEARCH METHODS

This type of research uses explanatory *research with* a quantitative approach. The population and sample in this study were all management students who participated in internships as many as 98 students. The sample in this study is saturated sampling or census, where all members of the population are used as samples with a total of 98 students. The data measurement technique used in this study is a scale range, simple regression analysis using SPSS 29 software.

RESULTS AND DISCUSSION

Based on the results of the questionnaire from 98 respondents, there were 96 returnees, two of which were due to not participating in an internship and participating in an entrepreneurial markup by filling out the internship program alone without doing so. The respondent characteristics table is as follows:

Table 1. Characteristics of Respondent

Individual	Item	Frequency	Percentage %
Age	20	2	2.1 %
	21	32	33.3 %
	22	55	57.3 %
	23	5	5.2 %
	24	2	2.1 %
Gender	Man	18	18.8%
	Woman	78	81.3%
Length of internship	1 month	82	85,3 %
	2 months	8	8,3 %
	3 months	6	6,3 %

Internship info	Self-sufficient	86	89,6 %
	University internship program	1	1,0 %
	Other	9	9,4 %

Source: *Primary data processed (2024)*

The characteristics of respondents based on the age of the majority aged 22 years as many as 55 people or 57.3%, this explains that the age of mature students and the willingness to hone skills as provisions for work. The majority of female respondents were 78 people or 81.3%, this shows that the interest or desire to work is not only in the self-awareness of male students but also in women's self-awareness to work. Based on the length of the majority of internships of 1 month as many as 82 people or 85.3%, this shows that 1 month is the maximum time to obtain knowledge about the real world of work for students. The majority of internships are independent as many as 86 people or 89.6%.

Table 2. Validity Test Results

	Item	Correlation coefficient	r_{tabel}	Keterangan
Internship Experience	X1	0,693	0,199	Valid
	X2	0,813	0,199	Valid
	X3	0,585	0,199	Valid
	X4	0,703	0,199	Valid
	X5	0,810	0,199	Valid
	X6	0,776	0,199	Valid
Work Readiness	Y1	0,452	0,199	Valid
	Y2	0,520	0,199	Valid
	Y3	0,612	0,199	Valid
	Y4	0,681	0,199	Valid
	Y5	0,707	0,199	Valid
	Y6	0,600	0,199	Valid
	Y7	0,518	0,199	Valid
	Y8	0,599	0,199	Valid
Self-Efficacy	Z1	0,786	0,199	Valid
	Z2	0,841	0,199	Valid
	Z3	0,834	0,199	Valid
	Z4	0,757	0,199	Valid

Source: *Primary data processed (2024)*

From the results of table 2 show the variables of internship experience, job readiness, and *self-efficacy* have an r-count value of > from the r-table of 0.199. Therefore it is said that the variable statements of internship experience, job readiness, and *self-efficacy* are declared valid.

Table 3. Reliability Test Results

Variable	Cronbach alpha	Information
Internship experience	0,852	Reliable
Work readiness	0,726	Reliable
Self-efficacy	0,817	Reliable

Source: *Primary data processed (2024)*

From the results of table 3, all variables of internship experience, job readiness, and self-efficacy have an alpha coefficient of > 0.60 , thus the variable question items are declared reliable.

Table 4. Normality Test Results

No	Normality test results	Significance	Information
1	Kolmogorov Smirnov	0,128	Data distribusi normal
2	Kolmogorov Smirnov	0,128	Data distribusi normal

Source: *Primary data processed (2024)*

From Table 4 if $asmpy\ sig\ (2\ tailed) > 0.05$ then it is said to be a normal distribution. Conversely, if the $asmpy\ sig\ (2\ tailed) < 0.05$ then it is said to be not normally distributed, it is known that the value of any sig (2-tailed) is $0.128 > 0.05$ which means significant. So it can be concluded that the data used in this study are normally distributed.

Table 5. Multicollinearity Test Results

Variable	Collinearity statistic		Information
	Tolerance	VIF	
Internship experience	0,794	1,259	Multicollinearity does not occur
Self-efficacy	0,794	1,259	Multicollinearity does not occur

Source: *Primary data processed (2024)*

The results of Table 5 show that the results of the tolerance value of internship experience and self-efficacy are 0.794 or more > 0.10 and VIF 1.259 or more < 10 means that internship experience and self-efficacy do not occur multicollinearity.

Table 6. Heteroskedasticity Test Results

Variable	Sig	Information
Internship experience	0,584	Heteroskedasticity does not occur
Self efficacy	0,952	Heteroskedasticity does not occur

Source: *Primary data processed (2024)*

From the results of Table 6 show that the significant value of the variable X1 is 0.584 and Z is 0.952. So the internship experience and self-efficacy on job readiness are > 0.05 so it can be concluded that there is no heteroskedasticity.

Table 7. Simple Linear Regression Analysis

Model	Coefficients ^a					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	15.520	2.271		6.834	<,001

Internship experience	.694	.090	.622	7.701	<,001
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a. Dependent Variable: Job Readiness

Source: *Primary data processed (2024)*

Table 8. Moderate Regression

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	32.903	13.290		2.476	.015
	Internship experience	-.150	.533	-.135	-.282	.778
	Self efficacy	-1.006	.867	-.723	-	.249
	Internship experience*self efficacy	.049	.034	1.350	1.161	.151

a. Dependent Variable: Job Readiness

Source: *Primary data processed (2024)*

From the results of the study, the second moderate regression equation above can be concluded Value (a) of 32,903 is a constant state of the work readiness variable that has not been influenced by other variables, namely the internship experience variable (X1). The value of the internship experience coefficient (X1) of -0.015 with a negative sign indicates that the internship experience variable has a negative influence on job readiness. The value of the self-efficacy (Z) coefficient of -1.006 with a negative sign indicates that the self-efficacy variable has a negative influence on job readiness. The value of the self-efficacy interaction coefficient (X1*Z) of 0.049 with a positive sign indicates that the interaction variables of internship experience and self-efficacy have a positive influence on job readiness. So it can be concluded that the variable interaction of internship experience and high self-efficacy will also be higher.

Tabel 9. Nilai R Square First Equation

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.622 ^a	.387	.380	2.517

a. Predictors: (Constant), Internship experience

Source: *Primary data processed (2024)*

The results of Table 9 show an R square value of 0.387, which means that the contribution of the influence of the internship experience variable on job readiness is 38.7. So it can be concluded that the internship experience is influenced by job readiness variables.

Tabel 10. R Square Second Equation

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.650 ^a	.423	.404	2.468		

a. Predictors: (Constant), Internship experience**self efficacy*, Internship experience, *Self efficacy*

Source: *Primary data processed (2024)*

The results of Table 10 show an R square value of 0.423, which means that the contribution of the influence of the internship experience variable on the job readiness variable after the *self-efficacy* moderation variable is 42.3%. So it can be concluded that the existence of *self-efficacy* moderation variables, can strengthen the influence of internship experience variables on job readiness.

Internship experience are included in the high category, meaning that internship experience can provide knowledge about the real world of work as a support for work skills. This means showing that the student internship experience is very efficient for learning directly in the workplace and the internship experience is an enhancer of students' insight into the world of work. The awareness of students to find information related to internships independently to increase knowledge, and internship time for 1 month allows students to gain skills about the world of work. The results of research from the variable of job readiness are included in the ready category, meaning that students are ready to work with the skills and knowledge possessed to prepare for work from the experiences gained. And at the age of 22, students have the mindset to work as a necessity in the future. The results of the study of the *self-efficacy* variable are included in the high category, meaning student confidence, meaning showing confidence in high students, namely believing in their abilities. Supported by the length of the internship within 1 month, students believe in themselves in the ability to complete their tasks given to the company where the internship is.

The research showed that internship experience had a positive and significant effect on job readiness. This means that the more knowledge obtained during the internship, the more prepared students are to work. In accordance with Rusidi theory (2006) states that internship experience has the aim of improving the abilities and skills possessed, providing knowledge about the world of work, honing the ability to communicate and creating one's motivation to work. The results of this study are in line with Afriyulaniza (2019) research on industrial internship practice experience positively and significantly affects student job readiness. Slameto (2015) suggests that related to work readiness factors experience affects positive circumstances on readiness, one of which is in terms of work. The results of this study are in line with Afriyulaniza (2019) industrial internship practice experience positively and significantly affects student job readiness.

Self-efficacy did not moderate the effect of internship experience on job readiness. This means that whether or not *self-efficacy* in students, will not have an impact on the influence of internship experience on job readiness to improve job readiness, internship experience is needed, internship

experience is enough, and confidence will arise without self-efficacy encouragement. In accordance with the theory of Jhon (2006) individuals who have high self-efficacy, show that self-confidence tends to influence individuals to better obtain higher levels so that maximum work readiness. The influence of internship experience plays an important role for final semester students as an illustration in the world of work. The results of this study are contrary to Eliyani (2018) research which states that self-efficacy can moderate the influence of internship experience on job readiness.

CONCLUSION AND RECOMMENDATION

The conclusions in this study are: Student internship experience is included in the good category; Student job readiness is included in the ready category; *self-efficacy* belongs to the high category; Internship experience has a positive and significant effect on student job readiness, if there is a lot of internship experience, student work readiness will increase or the higher the student's desire to work; *Self-efficacy* cannot moderate the effect of internship experience on job readiness with or without *self-efficacy* has no impact on the effect of internship experience on job readiness. Research advice on the side of the institution is: From the study program, it can encourage and motivate students to be able to adapt to the environment, one of which is encouraging to join organizations. Judging from the low way students adapt to the work environment during internships in companies; Students are more looking for work experience, not livelihood, the main thing is basically students are more focused on studying. Judging from the low number of students working to improve their standard of living; the study program, it motivates students to feel confident such as thinking critically in the classroom to foster confidence. Judging from the low level of relying on students' abilities. In addition, it is expected that the next research can add other variables and add objects other than students.

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